



## **District/PSA Template for the Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a**

**August 27, 2020**

**[September 3, 2020 Clarifications](#)**

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace the District's/PSA's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



## **Galesburg-Augusta Community Schools Extended COVID-19 Learning Plan**

**Address of School District/PSA:** 1076 N 37th Street Galesburg, MI 49053

**District/PSA Code Number:** 39050

**District/PSA Website Address:** <https://www.g-aschools.org/>

**District/PSA Contact and Title:** Wendy Somers, Superintendent

**District/PSA Contact Email Address:** [wendy.somers@garams.org](mailto:wendy.somers@garams.org)

**Name of Intermediate School District/PSA:** Kalamazoo RESA

**Name of PSA Authorizing Body (if applicable):**

**Date of Approval by ISD/Authorizing Body:**

## Assurances

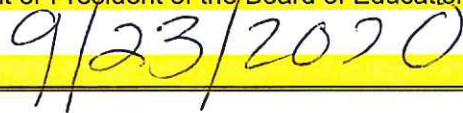
1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
  - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
  - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
  - COVID-19 Cases or Positive COVID-19 tests
  - Hospitalizations due to COVID-19
  - Number of deaths resulting from COVID-19 over a 14-day period
  - COVID-19 cases for each day for each 1 million individuals
  - The percentage of positive COVID-19 tests over a 4-week period
  - Health capacity strength
  - Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.



7. The District/PSA assures that
- o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - o the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - o public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.



District Superintendent or President of the Board of Education/Directors



Date

# Learning Plan Narrative

## Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Galesburg-Augusta Community Schools plans to begin the school year in a learning environment that embraces multiple fluid learning structures (Face to Face, Virtual, and Hybrid), we will ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

### Quality Evidence-Based Assessment Practices

Galesburg-Augusta Community Schools believes that benchmark assessment evidence in conjunction with classroom assessments can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs and resources. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and the district.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Galesburg-Augusta Community Schools will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction. Our current plan supports teachers in the creation of a scope and sequence of the prioritized instructional content and learning around the alignment and building of summative and formative assessments that will drive instructional decisions.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

### **Educational Goals**

The NWEA assessments in reading and mathematics will be administered to students in grades 4th-8th, while Acadience (Reading) and NWEA [Math] will be administered to students in grades K-3. These assessments will be administered once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process and how to use that data as a professional learning community addressing the four questions.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

**Goal 1** - All students (K-8) will show growth in Reading/ELA Essential standards from Fall to Spring as measured by local assessments and NWEA and Acadience [K-3].

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff during PLCs and as buildings during School Improvement Team Meetings.

**Goal 2** - All students (K-8) will show growth in Math Essential standards from Fall to Spring as measured by local assessments and NWEA .

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff during PLCs and as buildings during School Improvement Team Meetings.

## Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: Galesburg-Augusta Community Schools full instructional plan can be found in the [Link District Preparedness Plan here](#).

### Mode of Instruction

To start the school year, all K-8 students will be provided instruction in a hybrid model K-12. Cohort A will attend school on Mondays and Tuesdays, while Cohort B attends on Thursdays and Fridays. Wednesdays are designated for small group instruction, intervention, and instructional planning for teachers. GA Virtual (K-3) is also an option for students in the Primary School as well. Finally, there is a county wide virtual option, KVIC, that is being provided by K-12. Student and staff health and safety will be addressed through the protocols already addressed in our state approved plan. Some other strategies for supporting health and safety are to limit class sizes through the hybrid model, guided decalcs to support social distancing, even numbered classrooms dismiss one minute before odd numbered classrooms to lessen the amount of students in the hallways. .



- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Note: Galesburg-Augusta Community Schools full instructional plan can be found in the [Link District Preparedness Plan here](#).

### **Curriculum and Instruction: Academic Standards**

The Galesburg-Augusta Community School's curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use Prioritized Instructional Content [Essential Standards] as identified by Achieve the Core. District approved curriculum and assessments will provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. These assessments will also measure proficiency of the Major Standards in this Achieve the Core document and will determine when Supporting standards should be wrapped into instruction. District approved curriculum and assessments will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction. Some of the ways in which SEL instruction is being supported is through some of the following strategies and assessments: [Student Risk Screening Scale \[SRSS\]](#), Mood Meter (Tool to support daily check-ins in regards to mood and energy and other templates to systemize virtual temperature checks and morning announcements for example. ,

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

### **Assessment and Grading**

Galesburg-Augusta Community Schools bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at

the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians Powerschool, Google Classroom, and See Saw as a means to communicate both grades and progress towards proficiency of the Essential Standards. Our teachers keep up-to-date information on student grades that can be communicated with families and caregivers at any time. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

## Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

## Technology

Galesburg-Augusta Community Schools ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. Devices are being provided for each and every child and WIFI needs are being determined. There are hot spots available at the high school and 6-12 (both the middle school and the highschool) on Wednesdays when students are not present in the building. Additionally, there is an Enhancement Center that is provided by K-5. K-2 is housed in the Primary School and 3-5 is housed at Sherman Lake, devices and WIFI access are being provided in these identified locations.. The Galesburg-Augusta Community Schools' system for maintaining student access to technology devices and the internet is also described in the Continuity of Learning Plan, and again in the [link the District Preparedness Plan here.](#)



- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

### **Students with identified special needs**

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, and those attending EFE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility. Resources to consider:

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**
  - 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.
  - 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

At the current time, our hybrid model supports all of the above.



## Highlights from Senate Bill 927 - On the way to the Governor

1 message

Karen Goudie <karen.goudie@kresa.org>

Thu, Sep 24, 2020 at 2:53 PM

To: Amie McCaw <amccaw@vicksburgschools.org>, Amy Pratt <amy.pratt@kresa.org>, Angela Justice <justiceal@kalamazoo.k12.mi.us>, Brent Cole <brent.cole@cssschools.net>, Cameron Buck <cameron.buck@kresa.org>, cindy green <greenc@kalamazoopublicschools.net>, Deb Miller <Deb.Miller@kresa.org>, Deborah Boersma <deborah.boersma@kresa.org>, Diane Owen-Rogers <diane.owenrogers@kresa.org>, Doug Newington <doug.newington@cssschools.net>, Drew Bordner <dbordner@gulllakecs.org>, Ethan Alexander <ethan.alexander@kresa.org>, Gail VanDaff <gvandaff@vicksburgschools.org>, Geoff Howe <howegt@kalamazoopublicschools.net>, Janan Zimmerman <janan.zimmerman@garams.org>, Jason Misner <jmisner@parchment.k12.mi.us>, Jeanine Mattson-Gearhart <jmattsongearhart@portageps.org>, Jeffrey Thoenes <thoenesj@comstockps.org>, Jill Ansel <anseljill@comstockps.org>, Julia Kaemming <jjkaemming@parchment.k12.mi.us>, Katherine Clark <katy.clark@kresa.org>, Keevin O'Neill <koneill@vicksburgschools.org>, Krista Cramer <16.kramer@nhaschool.com>, Lindsay Noakes <noakesla@kalamazoopublicschools.net>, Lisa Bartell <lisa.bartell@kresa.org>, Lisa Jenkins-Meredith <lisa.jenkinsmeredith@kresa.org>, Mackenzie Sheahan <mshahan@portageps.org>, Marcy Patterson <mpatterson@parchment.k12.mi.us>, Matt McCullough <mculloughmg@kalamazoopublicschools.net>, Matt Webster <websterm@schoolcraftschools.org>, Michael Pascoe <mpascoe@portageps.org>, Michael Tanoff <mtanoff@kamsc.k12.mi.us>, Mike Huber <mhuber@portageps.org>, Mikel Vallier <Mikel.Vallier@kresa.org>, Mindy Miller <Mindy.Miller@kresa.org>, Nicole Kalmbach <nicole.kalmbach@kresa.org>, Nkenge Bergan <berganna@kalamazoopublicschools.net>, Rachel Roberts <rachel.roberts@kresa.org>, Raphael Rittenhouse <rrittenhouse@gulllakecs.org>, "saundersrt@kalamazoopublicschools.net" <saundersrt@kalamazoopublicschools.net>, Rusty Stitt <stitt@schoolcraftcs.org>, Sarah Neumann <sarah.neumann@kresa.org>, Stacy Kambestad <stacy.housman@kresa.org>, Suzy Barrett <16.sbarrett@nhaschools.com>, Teri Peters <teri.peters@cssschools.net>, Theresa King <Theresa.King@kresa.org>, Tina Tribu <tina.tribu@kresa.org>, Tori Wentela <tori.wentela@kresa.org>, Wendy Somers <wsomers@gacsnet.org>  
Cc: Lisa Jenkins-Meredith <lisa.jenkinsmeredith@kresa.org>

Good afternoon KCIC,

I know many of you may have already seen the highlights of SB 927 on the way to the Governor for signing. The link below will take you to the MASA highlights but a couple to note are listed below. Good news on the 2-way interaction, not so good on the required reporting on Professional Learning. I hope we can revisit both of these at our next KCIC meeting.

We are pleased to see that the budget **revises language related to two-way interactions**, which we know was a point of stress for MASA members. **The revised language will allow another district employee (other than their teacher) who has the responsibility for the student's learning, grade progression, or academic progress to participate in the interaction. It also removes the provision requiring the interaction to be initiated by the teacher.**

There were some language changes for **Extended Continuity of Learning Plans** in the budget, including **new language that requires districts to report by January 15, 2021 on the amount and type of training provided to teachers** through professional development that was focused on how to deliver virtual content, and on the amount and type of training provided to parents and students on how to access and use virtual content provided by the district.

Link to the MASA Highlights:

<https://mailchi.mp/gomasa/legislative-update-august-21-440078?e=4611f7ef9a>